

**Grade 4 ELA**

**Category: Writing**

**Subclaims: Expression and Conventions**

Claim: Writing: Students write effectively when using and/or analyzing sources.

The standard designation is included preceding each evidence statement.

Standard	Evidence Statements
<p><b>W1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"><li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li><li>Provide reasons that are supported by facts and details.</li><li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li><li>Provide a concluding statement or section related to the opinion presented.</li></ol>	<p><b><i>Subclaim: Expression</i></b></p> <p><b>Development of Ideas</b></p> <p>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. (Narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.)</p> <p><b>Organization</b></p> <p>The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p><b>Clarity of Language</b></p> <p>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</p> <p><b><i>Subclaim: Conventions</i></b></p> <p><b>Knowledge of Language and Conventions</b></p> <p>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>

<p><b>W2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>Same as above</p>
<p><b>W3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b><i>Subclaim: Expression</i></b></p> <p><b>Development of Ideas</b> The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. (Narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.)</p> <p><b>Organization</b> The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p><b>Clarity of Language</b> The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domainspecific vocabulary effectively to clarify ideas.</p> <p><b><i>Subclaim: Conventions</i></b></p> <p><b>Knowledge of Language and Conventions</b> The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
<p><b>W4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Same as above</p>

<p><b>W5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b><i>Subclaim: Expression</i></b></p> <p><b>Development of Ideas</b>  The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. (Narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.)</p> <p><b>Organization</b>  The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p><b>Clarity of Language</b>  The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domainspecific vocabulary effectively to clarify ideas.</p> <p><b><i>Subclaim: Conventions</i></b></p> <p><b>Knowledge of Language and Conventions</b>  The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
<p><b>W6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p>	<p>Same as above</p>

<p><b>W7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b><i>Subclaim: Expression</i></b></p> <p><b>Development of Ideas</b>  The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. (Narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.)</p> <p><b>Organization</b>  The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p><b>Clarity of Language</b>  The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.</p> <p><b><i>Subclaim: Conventions</i></b></p> <p><b>Knowledge of Language and Conventions</b>  The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
<p><b>W8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Same as above</p>

<p><b>W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b><i>Subclaim: Expression</i></b></p> <p><b>Development of Ideas</b> The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. (Narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.)</p> <p><b>Organization</b> The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p><b>Clarity of Language</b> The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domainspecific vocabulary effectively to clarify ideas.</p> <p><b><i>Subclaim: Conventions</i></b></p> <p><b>Knowledge of Language and Conventions</b> The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
<p><b>W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Same as above</p>